



Board of Education

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BOARD COMMUNICATIONS

Date: May 20, 2016

SUPERINTENDENT – JOSÉ L. BANDA

BC NO.	FROM	REGARDING
S-147	José Banda	School Services of California's Sacramento Weekly Update
S-148	José Banda	Highlights of Calendar for the Week of May 23

CHIEF ACADEMIC OFFICER – DR. IRIS TAYLOR, INTERIM

BC NO.	FROM	REGARDING
CAO-51	Iris Taylor	Adult Education Funding

CHIEF STRATEGY OFFICER – DR. AL ROGERS

BC NO.	FROM	REGARDING
CSO-34	Al Rogers	Initial Charter Petition from Growth Public Schools
CSO-35	Al Rogers	LCAP Parent Advisory Committee Comments



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: S-147

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 5/20/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: José L. Banda, Superintendent					Contact Email: superintendent@scusd.edu	
Subject: School Services of California's Sacramento Weekly Update						

Attached is the weekly update from School Services of California for your review.



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DATE: May 20, 2016
TO: Jose Banda
Superintendent
AT: Sacramento City Unified School District
FROM: Your SSC Legislative Team
RE: ***SSC's Sacramento Weekly Update***

The release of the Governor's May Revision last week on Friday, May 13, 2016, set the stage for entering into final negotiations with the Legislature on the 2016-17 State Budget.

In his May Revision, Governor Jerry Brown proposes an additional \$154 million for the Local Control Funding Formula (LCFF) and an additional \$200 million in one-time discretionary funds for K-12 education. Governor Brown also proposes \$100 million in one-time funds to create a revolving loan program to expedite funds to school districts with emergency facility needs that pose health and safety risks, and \$10 million in one-time funds for a new teacher preparation competitive grant aimed at programs to produce teachers in chronic shortage areas such as special education. The May Revision also includes some tweaks to the Early Education Block Grant (EEBG) proposed by Governor Brown in January.

On May 16, 2016, the Legislative Analyst's Office (LAO) gave its opinion regarding the Governor's May Revision proposals, and is forecasting slightly higher Proposition 98 funding available for K-12 education and higher property tax collections in 2016-17 than the Department of Finance. This adds another layer to the budget building process as the Legislature must decide which revenue forecast it will use during upcoming negotiations. The LAO also recommends support of the EEBG, including Governor Brown's latest proposal to delay implementation for one year, and recommends gradually aligning funding to the number of low-income and at-risk children school districts. Finally, the LAO recommends rejection of the emergency facility revolving loan program.

Two days later, on May 18, 2016, the Senate Budget Subcommittee on Education met and voted on the Governor's May Revision proposals approving the augmentation proposed for the LCFF and the proposed January funding level—\$1.2 billion—for one-time discretionary purposes, noting those levels may change due to adjustments in the final Proposition 98 budget agreement.

Similar to the Assembly Budget Subcommittee on Education's action in April, the Senate Subcommittee rejected Governor Brown's EEBG proposal,

noting it was “without prejudice.” Instead, the subcommittee approved an increase to the regional market rate to the 75th percentile of the 2014 survey beginning January 1, 2017; an increase to the standard reimbursement rate by 4%, effective July 1, 2016; and, an additional 2,000 alternative payment slots, effective October 1, 2016.

The Senate Budget Subcommittee on Education also rejected Governor Brown’s proposed \$100 million emergency facility revolving loan; approved \$200 million in one-time funds to establish a K-12 College Readiness Block Grant being proposed by Senate President pro Tempore, Kevin de León (D-Los Angeles); and, approved Governor Brown’s proposed \$10 million in one-time funds for a new teacher preparation competitive grant.

The Assembly Budget Subcommittee on Education is scheduled to meet next week to take actions on the Governor’s May Revise proposal, which will move the process closer to the June 15 constitutional deadline for the Legislature to adopt a State Budget.

Nancy LaCasse
Robert Miyashiro

Note: Some positive and encouraging news for public education.

California's High School Graduation Rate Rises Sixth Year In Row

By Dan Walters
The Sacramento Bee
May 17, 2016

Nearly 402,000 California high school seniors received diplomas last year, raising the state's graduation rate to 82.3 percent, up 1.3 percentage points from 2014's class, state schools Supt. Tom Torlakson reported Tuesday.

The graduation rate is calculated on the "cohort" of 488,612 students who started high school in 2011-12 and the 401,957 who had graduated four years later.

"This is encouraging news any way you look at it," Torlakson said in a statement, "especially since the increase is occurring as we are introducing much more rigorous academic standards."

The graduation rate has figured prominently in an ongoing debate over how the success or failure of schools are to be measured under the state's new Local Control Funding Formula, which is aimed at closing the "achievement gap" between poor and "English learner" students and their more privileged classmates.

The graduation rate was 78.5 percent among Latino students, a big target of the LCFF, up 1.9 percentage points from the previous year, Torlakson said. That of English learners was up 4 percentage points. Both are still markedly lower than the entire cohort and particularly so in comparison to Asian-American and white students.

Overall, California's Asian-American high schoolers had a 92.6 percent graduation rate last year, with Filipinos recording the highest rate of any ethnic group in the report, 93 percent.

Black students trailed all ethnic groups at 70.8 percent, while whites graduated at an 88 percent rate.

Graduation rates varied widely among individual school districts. Los Angeles Unified, by far the state's largest district, reported a 72.2 percent graduation rate.

A years-long debate over both graduation rates and dropout rates was partially resolved seven years ago, when the state settled on one system that would be used to track students grade-by-grade. Last year was the sixth year in which graduation rates increased.

Detailed data on individual districts and high schools can be accessed [here](#).

Note: Both houses of the Legislature have rejected Governor Brown's proposal; however, it is likely to resurface during budget negotiations.

Governor's Revised Budget Would Eliminate Transitional Kindergarten

By Deepa Fernandes
89.3 KPCC
May 13, 2016

Some 4-year-olds in California may miss out on public preschool as Gov. Jerry Brown stuck to his Child Care Block Grant proposal in his revised budget plan released Friday that eliminates the transitional kindergarten program.

The governor doesn't believe the state should pay for middle- and upper-income children to attend transitional kindergarten, said Jessica Holmes, an analyst at the California Department of Finance.

"We have limited resources for early education," Holmes said. "This focuses our limited funds on children who need it the most."

Holmes pointed out that while the programmatic elements of the transitional kindergarten program will be eliminated as of the 2017-2018 school year, the funds remain and will still pay for early education. She projects that for 2016-2017 school year the roughly \$700 million the state would have spent on transitional kindergarten will instead be disbursed through the governor's proposed early childhood block grant to local school districts to expand preschool services to low-income children.

After the governor announced his block grant proposal in January, the early education advocacy community was very vocal in its opposition to the idea of ending the transitional kindergarten program that was established in 2010 as the first of a two-year kindergarten program serving 4-year-olds.

Many advocates attended the stakeholder meetings held by the governor's office, and over 200 gave official written comment. A large coalition of groups urged the governor to slow down the process and, instead of rushing into an overhaul of the system with very few extra funds, to instead find ways to bolster the existing system.

Many advocates share the governor's desire to get more low-income and at-risk children into preschool. Where they diverge is in the details of how to do it.

Kim Pattillo Brownson, managing director for policy and advocacy at the Advancement Project, said the governor has not heard the concerns raised by early education advocates at the stakeholder meetings.

"Legions of stakeholders made clear that abolishing transitional kindergarten should be off the table and that keeping early learning funding down at pre-recession levels is unacceptable," she said.

"Abolishing transitional kindergarten and taking away early learning opportunities – rather than expanding them – just doesn't make sense, especially in the face the growing science supporting early education as well as the recent polling showing that 76 percent of Californians want our state to fund early learning," Pattillo Brownson said.

The governor's plan would channel the money from transitional kindergarten to local school districts to serve low-income children, so those who would miss out on a seat are children from families who earn above the poverty income threshold.

In the Baldwin Park school district, which like most school districts runs both state preschool and transitional kindergarten classes, Ricardo Rivera, Director of Early Childhood Education, estimates that 20 to 25 percent of children will be out of a preschool seat if transitional kindergarten goes away. For those children, he said, "I am not sure there are many options at this point."

This worries Deborah Kong, president of Early Edge California. Transitional kindergarten children may come from families that earn just above the income threshold, but that will not be enough to pay market rates for preschool, she said. A recent report found preschool costs more than college in California.

Furthermore, Kong worries that the early education infrastructure statewide might not be robust enough to absorb thousands of children looking for a private preschool. "The early childhood education system in California already can't accommodate the children that need to be served, so it is a major concern and question [of] where children are going to go?"

Another issue raised is funding. The money to be allocated to local school districts to run full day programs under the block grant proposal will not be enough, said Marilee Cosgrove, who runs early education programs for the Fullerton school district.

"The new proposal for funding does not cover the [state] preschool program that we have now," Cosgrove said. Under the block grant the state would pay \$6,200 per year per child for a full day preschool program. Yet Cosgrove said they currently receive \$4,200 per child for a half day program, and if they are to double the hours they should double the annual payment per child to \$8,400. "So essentially there's a reduction in funding of about \$2,400 per child. How do we compensate for that? Where will the extra funds come to supplement?"

To serve more low-income children would require more money, advocates say. "The governor's revised budget fails to include any substantial new investment in early childhood development and education services to increase the number of low-income children serviced and improve the quality of ECE programs," said Alex Johnson, executive director of the Children's Defense Fund in California.

Pattillo Brownson of the Advancement Project said she appreciated the fiscal caution, "but such a lopsided focus on saving for an upcoming Rainy Day ignores the fact that too many of California's children and families are already under water now and deserve our help today."

There are still a few weeks before this budget revision will become final, too short a time to make any meaningful change, said Deborah Kong of Early Edge California.

"Approval of the budget would mean approval of language, and there's quite a bit of detail in the language and really not enough time for districts, for the field in general, for parents and others to really absorb it and understand it."

Kong worries that parents will have less options if transitional kindergarten is eliminated. "People are going to be very surprised, many people are going to be scrambling," Kong said. "Parents who expected to send their children to TK will no longer be able to have that option [come 2017.]"



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: S-148

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 5/20/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: José L. Banda, Superintendent					Contact Email: superintendent@scusd.edu	
Subject: Highlights of Calendar for the Week of May 23						

Monday, May 23

- Executive Cabinet Meeting
- Child Development Meeting
- 1:1 Meetings with Cabinet Members
- Tier II – Camellia Basic

Tuesday, May 24

- Meeting with Labor Partner (UPE)
- Meeting with Labor Partner (Teamsters)
- Board’s Executive Committee Meeting
- 1:1 Meetings with Cabinet Members

Wednesday, May 25

- School visits (schools to be determined)
- Meeting with ConnectEd Leaders
- Operations Cabinet Meeting
- Meeting with Labor Partner (SEIU)
- Meeting with Laurie Hensley
- Parent Recognition Celebration

Thursday, May 26

- Participating in Leadership Day event at Sutterville Elementary
- Foster Parent Council Meeting
- Wall to Wall Professional Development
- Meeting with Member Woo
- Meeting with Hanover Research

Friday, May 27

- School visits (schools to be determined)
- Meeting with leaders of Sacramento Promise



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: CAO-51

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 5/20/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Iris Taylor, Interim Chief Academic Officer					Contact Email: iris-taylor@scusd.edu	
Subject: Adult Education Funding						

Last July, Governor Brown signed AB 104 which provided \$500 million in dedicated funding for Adult Education to be awarded to the 71 consortia across the state. Of the funds that came to the Capital Adult Education Regional Consortium (CAERC), SCUSD was awarded just short of \$1.1 million as its base funding. The primary goal of CAERC funding is to restore programs that had been cut because of flexibility and produce measurable outcomes in the five areas now included in Adult Education:

1. Adult Basic Education
2. Adults with Disabilities
3. English as a Second Language
4. High School Equivalency
5. Short Term Career and Technical Education

The funds provided serve as base funding that will be ongoing and places the district in a position to expand the Adult Education programs it offers for the first time in many years. Our plan is to use the funding to restore teaching positions to expand ESL classes at SCUSD elementary schools and our offerings of high school equivalency courses. In addition we plan to restore one adult education data technician at A. Warren McClaskey, one custodial position to Charles A. Jones Career and Education Center, and a director for the Charles A. Jones Career and Education Center. Currently, the Adult Education programs at A. Warren McClaskey Adult Center and the Charles A. Jones center are under the direction of a single director, Dr. Susan Gilmore. The additional administrator will assume responsibility for running the Charles A Jones Skills Center which will allow for greater oversight of its programs and will afford the district the opportunity to apprentice a replacement for Dr. Gilmore, whose retirement is eminent.



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: CSO-34

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 5/20/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Dr. Al Rogers, Chief Strategy Officer					Contact Email: Al-Rogers@scusd.edu	
Subject: Initial Charter Petition: Growth Public Schools						

Growth Public Schools submitted an initial Charter Petition to the Office of the Superintendent on May 16, 2016. The petition seeks to open an independent charter school serving K-8 students in the Rosemont community starting in the 2017-2018 school year.

Prior to the submission, Charter Oversight Coordinator Jack Kraemer communicated with lead petitioner David Richards, informing him of the Board meeting schedule for the balance of the current school year and the beginning of the 2016-17 school year. Mr. Kraemer also communicated with Mr. Richards that compliance with the statutory timeline requirements per Education Code 47605 is not possible with the combination of the May 16 petition submission date and the final scheduled 2015-16 Board meeting on June 16 or the first scheduled Board meeting on August 4. Per Education Code 47605 (b), Public Hearing must be held within 30 days of receiving a petition and Board Action must take place within 60 days of petition receipt unless both parties mutually agree to an extension of an additional 30 days.

Mr. Kraemer provided two options for petition submission to Mr. Richards as solutions to enable the Charter Review Team to adequately and effectively review, evaluate, provide findings, and present a recommendation to the Board within statutory timeline requirements. Mr. Richards rejected the two options citing contingencies for necessary appeals if necessary. Mr. Richards offered a 20-day extension for an August 4, 2016 Board Action meeting to meet the statutory timeline requirements.

Growth Public Schools elected thereafter to submit the petition on May 16, 2016.

A Public Hearing will be scheduled for June 2, 2016.



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: CSO-35

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 5/20/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Al Rogers, Chief Strategy Officer					Contact Email: al-rogers@scusd.edu	
Subject: Local Control and Accountability Plan (LCAP) Parent Advisory Committee Comments						

As outlined in California Education Code 52062 (1) and (2), staff presented the draft LCAP to both LCAP Parent Advisory Committees on Monday, May 9 for review and comment. Superintendent will respond in writing by June 7 to both committees. The timeline has been adjusted to match the adjustment in the LCAP Public Hearing date.

The attached documents are from the LCAP Parent Advisory Committee: the committee's cover letter, committee roster, governance structure and comments. The EL Parent Advisory Committee comments are forthcoming.

In response to Board request to detail the comments by author and trustee area, we need to advise committee members and once we've reached all of them, will provide that detail next week.

**2015-16 SCUSD LCAP
Parent Advisory Committee**

Name	Phone Number
Roy Alexander	(916) 290-8100
Edward Camargo	(916) 670-9531
Gabriela Cruz	(916) 801-8448
Frank DeYoung	(916) 421-0534
Camica Edwards	(916) 541-3483
Angel Garcia	(916) 247-4952
Ray Green	(209) 818-1371
Veronica Guzmán	(916) 236-9545
Phoua Lee	(916) 494-9088
Christina Martinez	(916) 607-4687
Carl Pinkston	(916) 453-1014
Juanita Saldaña	(916) 752-3563
Jonathan Tran	(626) 278-4951
Kate Van Buren	(916) 458-2666
Jason A. Weiner	(310) 425-5917
Pia Wong	(916) 402-5118

May 23, 2016

José L. Banda
Superintendent
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

Dear Superintendent Banda,


We, the members of the LCAP Parent Advisory Committee, thank you for the opportunity to comment on and make recommendations for the District's draft 2016-17 Local Control and Accountability Plan. It is an honor to represent the students, families, and communities of the Sacramento City Unified School District.

We are 16 parents, community members, youth service providers, and advocates, with diverse backgrounds and experiences, who all share the goal of helping the District to prepare all of our students for college, career, and life. We are unified in working toward an equitable distribution of LCFF and other resources that will result in improved outcomes for all District students, especially those facing the most difficult challenges.

Building on the principles established in the Local Control Funding Formula law and regulation (including local control; stakeholder engagement; and proportionality for low-income, English Learner, homeless youth, and foster youth students) the Committee has developed the following recommendations that will improve the LCAP and are aligned with the District's three strategic goals: College and Career-Ready Students; Safe, Clean and Healthy Schools; and Family and Community Engagement. All of the approved recommendations were supported by at least three-fourths of members voting (see the attached Governance and Decision-Making Structure). A Minority Report is also attached, containing suggested recommendations that were considered and which received some support, but fell short of the supermajority required for official approval by the LCAP-PAC.

Please note that these comments specifically refer to the text in the draft LCAP version released to the public on April 29, 2016. District staff may incorporate some of these suggestions into later drafts. We look forward to continuing to work with District staff, fellow parents, and the community to help all SCUSD students to succeed.

Sincerely,



Jason Weiner

Co-Facilitator

on behalf of LCAP Parent Advisory Committee Members

No.	Individual / Cmte.	Section	Goal	Action	Make your full comments here:
1	Jason Weiner	Section 2 - Goals, Actions, Expenditures and Progress Indicators	Overall		Clarify all expenditures in the LCAP as a) maintenance of effort, b) replacement of other sources, or c) increased funding intended to produce more services.
2	Jason Weiner	Section 2 - Goals, Actions, Expenditures and Progress Indicators	Overall		Specify the FTEs represented by dollar amounts in the budgeted expenditures column.
3	Closing the Achievement Gap	Section 1 - Stakeholder Engagement	1	Metrics	Include districtwide teacher vacancy rate as a reported metric alongside the mis-assignment rate, and set a goal to reduce the number of schools with relatively high vacancy rates.
4	Closing the Achievement Gap	Section 1 - Stakeholder Engagement	1	Metrics	Add percentage of students taking AP exams as a reported metric alongside the percent of students scoring 3 or above on AP exams, and set a goal to increase the percentage of African-American and Hispanic/Latino students taking AP exams.
5	Closing the Achievement Gap	Section 1 - Stakeholder Engagement	1	Metrics	Set a percentage goal for the intended "Increase percent of African American and Hispanic/Latino students identified as Gifted and Talented" to 10%, rather than set the goal as "to reach parity".
6	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	Metrics	The district should find ways to determine what teachers are learning and PD and how this is improving or changing their practice. Use data.
7	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	Metrics	Determine the effects of changed instructional practice on a range of student indicators (academics, attendance, etc.)
8	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	Metrics	Revise implementation of Common Core to "Continue implementing...with 85% of participants indicating the training was satisfactory or above, and 85% indicating they intend to use at least one idea from the training."
9	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	Metrics	Clarify what "Course Access" means.
10	Frank DeYoung	Section 1 - Stakeholder Engagement	1	1.1 A	Early Kindergarten is not offered at every site. All families cannot get to the sites where it is offered.
11	Frank DeYoung	Section 1 - Stakeholder Engagement	1	1.1 B	Is training optional for teachers can they opt out.
12	Frank DeYoung	Section 1 - Stakeholder Engagement	1	1.2 C	The District needs to take a hard look at after schools programs to see what is working and what is not. Some sites may be stopping their after school programs. These programs are very important to our children.
13	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures	1	1.1 E	Purchase Chromebooks for lower-performing school sites to bring them to one available for each student.
14	Pia Wong	Section 2 - Goals, Actions, Expenditures	1	1.1 B	Change action to: Develop and facilitate cross-role professional learning communities (gen ed, Sp Ed, counselors, librarians) to collaboration and integration of special programs (special ed, SEL, media-based learning and research) into core program and foster a strong instructional team.
15	Pia Wong	Section 2 - Goals, Actions, Expenditures	1	1.1 H	Ensure administrators receive professional learning in all disciplines (MTSS, co-teaching, etc.)
16	Pia Wong	Section 2 - Goals, Actions, Expenditures	1	1.1 B	Teachers need PD on learning management systems (techniques, time savers, etc.) and resources to increase efficiency (class dojo, schoology, etc.).
17	Jason Weiner	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.2 D	Increase the number of teachers trained in English Language Arts (ELA) / English Language Development (ELD) standards.
18	Jason Weiner	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.1 H	Increase the number of academic counselors at each school site to a minimum student ratio.

No.	Individual / Cmte.	Section	Goal	Action	Make your full comments here:
19	Jason Weiner	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.1 H	Increase the number of bilingual academic counselors at each school site to a minimum student ratio.
20	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.1 H	More concrete actions related to academic counselors, such as differentiated services by grade level.
21	Jason Weiner	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.2 D	Increase the number of bilingual instructional assistants and provide training in ELA/ELD standards.
22	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.1 H	Develop a uniform set of advising materials for academic counselors to use district wide. Require regular articulation with community college and CSUS advisors.
23	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.1 K	Expand access for foster youth to instructional technology by purchasing licenses for educational software (e.g. Reading 180 and System 44) to provide to off-site group homes and service organizations.
24	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.1C	Professional development regarding culturally responsive teaching styles and learning styles.
25	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.2 A	Hire 5 Reading and Writing Specialists for targeted schools that are low-performing based on 3rd-grade CAASP scores (est. \$550,000).
26	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.2 C	Provide LCFF S/C funding for early warning programs that identify students in elementary grades who are not performing up to expectations, and interventions, such as reading specialists, summer learning, and after-school learning, that can provide additional learning opportunities.
27	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.2 C	Financially support two additional staff for each afterschool site starting with the highest needs schools.
28	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.2 C	Expand reading programs during summer for the highest need elementary schools.
29	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	1.3 A	Be more specific about who is collaborating with whom, and have it focus on more than just assessing student work. Develop and facilitate cross-role professional learning communities (gen ed, Sp Ed, counselors, librarians) to collaboration and integration of special programs (special ed, SEL, media-based learning and research) into core program and foster a strong instructional team.
30	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	Metrics	Change "Establish baseline for growth CAASP" to reducing the disparity in CAASP scores between ethnic, racial, and foster youth subgroups by 10% each year.
31	Jason Weiner	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	Metrics	Include additional metrics with goals to increase support available to students: Academic counselors by school site and student ratio Bilingual academic counselors by school site and student ratio
32	Edward Camargo	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	Metrics	The report does not seem to set any benchmarks or measurable goals to show accountability checkpoints. How will we measure the results to show if the outcome of the data shows that the goals are working or we are meeting our benchmarks. This should apply to every section of the LCAP.
33	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1	Metrics	Implement action steps focused on teacher recruitment and retention. Create a systematic and thoughtful way to recruit new teachers who will work well in the district culture.

No.	Individual / Cmte.	Section	Goal	Action	Make your full comments here:
34	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	1		Add focus on secondary education. There seems to be very little that focuses on secondary with the exception of a few statement related to AP, A-G and Linked Learning.
35	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	Metrics	Establish disaggregated goals for "High School suspension rates" by school level, race & ethnicity, low-income, EL, foster youth.
36	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	Metrics	Add a goal to reducing suspensions resulting from willful defiance, disaggregated by school level, race & ethnicity, low-income, EL, foster youth.
37	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	Metrics	Set a goal to reduce suspension rates by 25% at the 5 high schools and middle schools with the highest overall suspension rates.
38	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	Metrics	State decrease in goals from what to what so the reader does not have to search for the current figure and can easily understand the scope of the decrease
39	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	Metrics	Create opportunities for students to provide input and feedback on their experience.
40	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	2.2 D	Professional development regarding classroom management, Restorative Justice practices, PBIS, and culturally responsive learning.
41	Frank DeYoung	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	2.2 D	Where is the out reach to parents on SPARK and how it works.
42	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	2.2 D	Hire 6 additional on-site support staff positions to support implementation of Restorative Justice and positive school climate.
43	Jason Weiner	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	2.2 D	Provide sufficient funding for school-site professional development and teacher planning time around SEL, restorative justice, cultural competency, and parent engagement.
44	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	2.2 D	Reduce class size in the secondary segment for better SEL outcomes. Train grade level teams or departments to ensure all teachers implement basic community building strategies so that a proper foundation exists for PBIS, restorative justice, etc.
45	Closing the Achievement Gap	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	2.2 E	Make use of available community resources, e.g. Mental Health Services Act-funded programs, to provide Bullying Prevention support and training.
46	Jason Weiner	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	2.2 H	Hire 10 additional clinical social workers and student support coordinators that represent the diversity of the community, including English language learners and their families.
47	Frank Deyoung	Section 2 - Goals, Actions, Expenditures and Progress Indicators	2	2.2 K	How many FTE's for student supports services and social workers.
48	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	3	Metrics	The goal for 100% of SSC to maintain proper composition is a goal only focused on compliance; include in 2016 SSC training and support offered to all sites, with a 10% increase in sites participating in training and support activities each year. Further increase Parent Teacher Home Visits by greater than an extra 100 home visits per year.

No.	Individual / Cmte.	Section	Goal	Action	Make your full comments here:
49	Pia Wong	Section 2 - Goals, Actions, Expenditures and Progress Indicators	3	Metrics	Set a district standard - for district staff, principals and certificated staff, that all emails are answered within 72 hours. Consider an action item or two that specifically speaks to parent engagement at the high school level.
50	Frank DeYoung	Section 2 - Goals, Actions, Expenditures and Progress Indicators	3	3.1 A	Concerned some schools are closing Parent out reach centers because of class room reduction.
51	Frank DeYoung	Section 2 - Goals, Actions, Expenditures and Progress Indicators	3	3.1 C	This sounds good except teachers can opt out if they want to. I am not sure that all schools are taking part in this program at this time.
52	Frank DeYoung	Section 2 - Goals, Actions, Expenditures and Progress Indicators	3	3.2 B	I think some schools may be missing from this list.
53	Jason Weiner	Annual Update	All		Clarify all expenditures in the LCAP as a) maintenance of effort, b) replacement of other sources, or c) increased funding intended to produce more services.
54	Jason Weiner	Annual Update	All		Specify the FTEs represented by dollar amounts in the budgeted expenditures column.
55	Pia Wong	Section 3 - Use of Supplemental and Concentration Grant Funds & Proportionality	3A		I don't get a strong feeling of an overall theory of action.

LCAP Parent Advisory Committee (LCAP-PAC) 2015-16 Governance & Decision-Making Structure

Meetings

- Quorum is 50%+1 (9 of 16).
- Meetings are monthly according to the calendar provided.
- Special meetings (retreats, trainings) can be added at the request of a majority of all members.
- Meeting agendas are developed by District staff in consultation with LCAP-PAC officers (see below) and LCAP-English Learner-PAC representatives.
- All applicable Brown Act requirements for notice and agenda posting must be followed.

Decision-Making Process

- For PAC decisions related to operations, procedures, etc., the vote to approve must be 50%+1 of those members present.
- All communications to the Board of Education and/or Superintendent, such as PAC letters and recommendations, must be approved by a 75% supermajority of those members present; quorum applies.
- A Minority Report of recommendations not approved by the supermajority will be submitted to the Board of Education and/or Superintendent. Any recommendation included in the Minority Report needs to have the support of at least half of members present.

Co-Facilitator

- The Committee will elect a Co-Facilitator with the following roles:
 1. Consult with LCAP-PAC members and district staff to determine meeting agendas.
 2. Assist staff with facilitation of meetings to ensure that they run smoothly and efficiently, and all voices are heard.